



General Certificate of Secondary Education
January 2012

Learning for Life and Work: Modular

Unit 5

Employability

[GLW61]

TUESDAY 10 JANUARY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to the candidates' responses.

The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the assessment objectives (AO) for GCSE Learning for Life and Work.

Candidates must:

- demonstrate their knowledge and understanding of Learning for Life and Work (AO1);
- apply their knowledge and understanding of Learning for Life and Work (AO2); and
- investigate, analyse, select, present and evaluate information related to Learning for Life and Work (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their markings giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another.

In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is appropriate.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

[0] marks – will be awarded if the response is not worthy of credit.

AO1

Level 1 (Limited): The candidate's knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of knowledge and understanding of the content. Relevant material is organised and presented with a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2

Level 1 (Limited): The candidate's application of knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's application of knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of ability to apply knowledge and understanding of the content. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3

Level 1 (Limited): The candidate's ability to demonstrate the skills is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's ability to demonstrate the skills is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of ability to apply the skills. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

Section A

AVAILABLE
MARKS

1 (a) **One** answer – Migration AO1 [1]

(b) Any **one** from the following suggested answers:

- there will be a greater variety of products available to consumers as Northern Ireland is unable to produce certain foods
- our standard of living will increase as we will have a larger variety of goods to choose from
- it is cheaper to import certain goods and therefore N.I. businesses will make a profit

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

(c) Any **one** from the following suggested answers:

- advances in IT over the past number of years have meant that employees need to have skills based around computerisation
- with the introduction of modern technology in the workplace, employees in traditional industries will have to learn how to use this technology
- job losses may result in individuals needing to learn new skills in order to obtain future employment
- employees need to re-train to acquire new skills necessary for promotion

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) Any **one** from the following suggested answers:

- Department of Employment and Learning (DEL)
- Department of Enterprise, Trade and Investment, N. Ireland (DETINI)
- Invest N. Ireland/Go For It
- Enterprise N. Ireland
- The Prince's Trust
- Young Enterprise

Or any suitable alternative

AO1 [1]

(b) Answers may include reference to any of the following:

- they can provide finance to help the business start up
- they can provide guidance for the entrepreneur with regard to obtaining finance to start up their business
- they can provide advice on business training and business planning in order to assist the entrepreneur in making decisions

Or any suitable alternative

Up to [2] depending on the detail of the explanation

AO2 [2]

(c) Answers may include reference to any of the following:

- they may want to be their own boss and thus be able to make all their own decisions
- they may find a niche in the market and believe that they can develop their entrepreneurial skills

Or any suitable alternative

Up to [2] depending on the detail of the explanation

AO2 [2]

5

3 (a) Any **two** from the following suggested answers:

- commitment
- loyalty
- flexibility
- patience
- understanding
- honesty
- hardworking
- cheerful
- punctual
- sympathetic
- responsible
- empathetic
- enthusiastic
- reliable
- efficient

Or any suitable alternative
(2 × [1])

AO1 [2]

(b) Any **two** from the following suggested answers:

- they will be knowledgeable in all aspects of the interview process and can advise students on how to dress and behave at an interview
- they will have an idea what type of questions the employer will ask and so can carry out a mock interview with the students
- they can provide students with website details whereby they can benefit from tips for interviews

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

(c) Any **two** from the following suggested answers:

- they may not have completed the application form to a satisfactory standard and thus may have spoiled their chances of being shortlisted
- their application form may have arrived after the deadline and therefore they may not be in a position to be considered for the job
- they may not have the correct qualifications as outlined in the job advertisement
- if there has been a large number of applicants, the employer may enhance the length of experience necessary
- if references are not good the employer may not think the candidate is suitable

Or any other suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section B

AVAILABLE
MARKS

Source Based

- 4 (a) (i) Men and women must be paid the same amount of money if they are doing a job of equal value

Or any suitable alternative

Up to [2] depending on the detail of the explanation AO2 [2]

- (ii) All employees must be allowed to carry out their work in a safe and healthy environment which includes being provided with any specialist safety equipment that is required

Or any suitable alternative

Up to [2] depending on the detail of the explanation AO2 [2]

- (b) Answers may make reference to and expand upon the following:

- employers must pay their employees a fair wage for the work they undertake and not exploit them
- employers must ensure that the workplace is safe for the employee to work in and ensure that they provide a healthy environment
- opportunities should be available to the employee in order to further their career and have a chance of promotion
- employers must follow all legislation pertaining to the workplace and ensure that their employees are not discriminated against
- employers should be realistic about employee's work-life balance and allow time off for compassionate leave and entitlement to holidays

Or a suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]–[2])

Answers may repeat a few points set out in the source with limited explanation. The organisation and presentation of material may lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that the intended meaning is not always clear.

Level 2: ([3]–[4])

Answers may identify some of the points listed in the source and provide appropriate explanation. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3: ([5]–[6])

Answers will identify most of the points listed in the source and provide detailed explanation. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [6]

10

5 Answers may include reference to any of the following:

Positives

- if a dispute arises the employer only has to deal with the union representative rather than a group of employees and therefore the dispute may be settled quickly and more efficiently
- the employer can pass on information to the trade union, who then can distribute it to each of their employees, thus saving time for the employer
- the trade union can provide advice to its members which is supportive of the working practices of the employer

Negatives

- if all employees go on strike it may result in profit losses for the employer and his business will therefore suffer
- trade unions can force employers to increase wage rates and this will mean higher salaries for employees at a greater cost to the business
- trade unions can encourage their members to go against the company wishes and this may cause friction between the employer and employee and result in the employee doing less work

Level 1: ([1]–[4])

Answers may focus only on a few of the positive or negative factors which may be related in a superficial way. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2: ([5]–[7])

Answers may focus on some of the positive or negative factors which may be related in a relevant way. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3: ([8]–[10])

Answers will provide detailed analysis and will focus on both positive and negative factors which will be related in an accurate and relevant way. Relevant material is organised appropriately and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3 [10]

Total

10

40

Assessment Objectives Grid

	Q1	Q2	Q3	Q4	Q5
AO1	5	1	10		
AO2		4		10	
AO3					10